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ABSTRACT

This monograph examines the developmental phases of the relationships between four community colleges and their respective school districts. Results of the case studies showed that collaborative efforts between community colleges and community schools required legitimization through the consent and support of their respective policy-makers. Clear-cut role specification delineating both power and benefits for each party was required; in some instances, roles were specified such that the community college held the balance of power while in other instances power was shared, but in no instance did community schools hold the balance of power. Most efforts of the cooperative ventures coalesced around programming and elimination of program duplication. Research into the substantive outcomes of inter-institutional cooperation was a missing ingredient. Although needs assessment, goals, and programs were numerous, claimed results were couched in terms of sheer numbers or the expressed enthusiasms of program participants. Substantive outcome data is the necessary foundation for legislation and financing. The college/school district alliance has potential for community problem-solving, but without proper support, good research, and adequate financing, such inter-institutional efforts will be uneven and sporadic. (JDS)

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COMMUNITY COLLEGES

COMMUNITY EDUCATION

Monograph #1

FOUR CASE STUDIES: WORKING PARTNERSHIPS BETWEEN COMMUNITY COLLEGES AND COMMUNITY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

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COMMUNITY COLLEGE–
COMMUNITY SCHOOL COOPERATION

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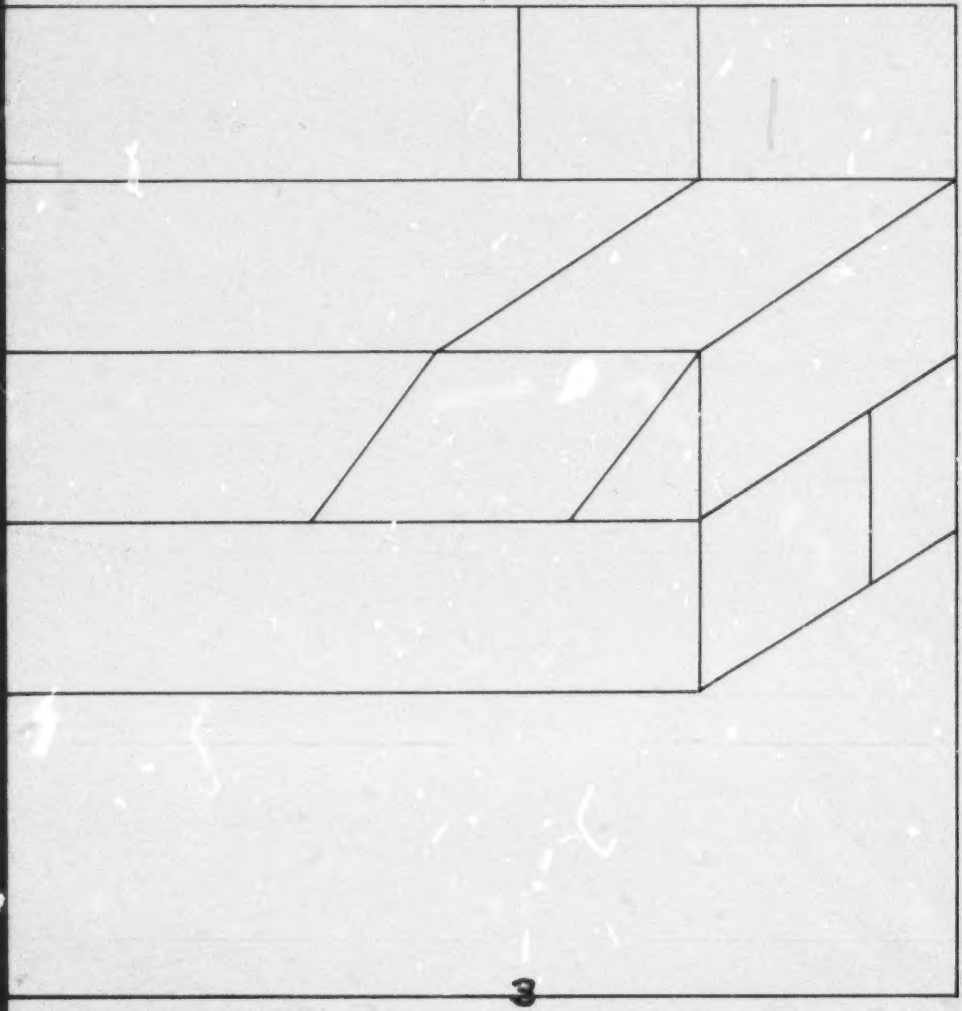

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Preface

Institutional clientele frequently voice complaint at the confusing array of services offered by the "bureaucracy." Methods to simplify the maze of services offered generally call for organizational interfacing which would reduce confusion and make services more accessible to the people. Regrettably, most of the solutions tendered remain untried.

An emerging movement in community colleges across the nation is the rise of the "Community Services Component" — a division of the community college — which seeks to establish permanent and productive linkages with the citizens in its service area. Paralleling this movement is that of the Community Education/Community School with similar purpose and function.

An evolving partnership between the Community Services component of community colleges and the Community Education concept in certain community schools is being consummated in specific communities throughout the United States.

The relationships between four community colleges and their respective school districts are examined in this monograph: (1) Clackamas Community College, Oregon City, Oregon; (2) Iowa Central Community College, Fort Dodge, Iowa; (3) Florida Junior College at Jacksonville, Florida; and (4) Washtenaw Community College, Ann Arbor, Michigan.

This monograph describes the developmental phase of these alliances and furnishes ideas for colleges and school districts seeking collaboration. The final word remains to be spoken.

Factors Leading to Cooperative Efforts Between Community Colleges and Community Schools

Four community colleges were studied in preparation for this monograph: (1) Clackamas Community College, Oregon City, Oregon; (2) Central Community College, Fort Dodge, Iowa; (3) Florida Junior College at Jacksonville, Florida; and (4) Washtenaw Community College, Ann Arbor, Michigan.

Each of the four colleges was influenced by local factors which led to a decision to seek cooperation with the community schools in its service area. A brief sketch of these factors is presented below.

CLACKAMAS COMMUNITY COLLEGE

Prior to 1971, only a few of the statutes governing Oregon public schools dealt with two-year colleges. However, the 1971 legislature changed sections of the statutes devoted to community colleges, in some cases broadening them and in others delimiting the structure and responsibility of these colleges.

Especially pertinent to this monograph are the following excerpts:

1. The community college should offer as comprehensive a program as the needs and resources of the area which it serves dictate.

2. The community college should not follow the established organizational pattern of other secondary and higher institutions in order to maintain a unique quality of flexibility, the ability to change to meet changing needs.

Subsequent to this legislation, Community Education became a reality throughout the Clackamas Community College district:

> In February, 1972, the Clackamas Community College administration began to devise a plan for Community Education in the college district. Until that time, our basic philosophy had been to offer education to "adults," and most of the programs were offered in five or six major centers in the district. At that time, the President asked me, as Associate Dean of Community Services, to go to Flint, Michigan, for a three-day workshop with the Community School people at the Mott Foundation. After returning from Flint, Michigan, I, in conjunction with the President and other staff members, developed a plan for Community Education at Clackamas Community College.
>
> Before July 1, 1972, the college had one Director of Adult Education. Beginning that summer, we hired a director of Community Education and a Coordinator of the Evening College Programs. The supervision of the Community Education Department then became the responsibility of the Associate Dean for Community Services/Education.
>
> With this organizational change, the philosophy of adult education also changed. *It was our belief that in Community Education, we ought to try to meet the needs of people of all ages — not just the 'adults.'*[1]
> [Emphasis added.]

Community college programs are now offered in six of the eight school districts in the Clackamas Community College District (Colton, Estacada, Gladstone, Molalla, North Clackamas and West Linn).

IOWA CENTRAL COMMUNITY COLLEGE

The Area School Act (1966), resulted in the creation of fifteen area schools (Community Colleges) in Iowa. Iowa

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[1]Marvin Weiss, "The Clackamas Community College Program of Cooperation with Community Schools," Oregon City, Oregon (mimeographed).

Central Community College resulted from a merger of three existing community colleges (Eagle Grove, Fort Dodge, and Webster City). The Iowa State Legislature subsequently abolished county and joint county school systems and created, effective July 1, 1975, fifteen area education agencies whose boundaries were coterminus with those of the community colleges.

The formation of these two intermediate units facilitated a project funded by the Mott Foundation and carried out by Western Michigan University and the Iowa Center for Community Education at Drake University. The project envisioned a cooperative community education model involving over 19,000 persons in four school districts (Northeast Hamilton, South Hamilton, Stratford, and Webster City) in Hamilton County, Iowa — a county serviced by Iowa Central Community College.

Proposed legislation entitled: "Community School Center Development Act" is currently before the Iowa State Legislature. The Act provides for:

1. The establishment of the community school as a center for educational, recreational and other community activities, based on identified community needs.

2. The establishment within the department of public instruction of the position of state director of community school center programs to administer the provisions of the Act.

3. The establishment of a state community school center advisory council to promote educational, recreational, and social opportunity through the maximum utilization of public school facilities.

4. Permission for the board of directors of a school district to establish a community school center program for the schools in the district and to provide for the general supervision of the program.

5. The establishment of a community school coordinator to be employed by the district on a full-time basis.

6. Appropriations from the general fund of the state to the department of public instruction enabling the latter to provide grants to school districts for the establishment of community school center programs as pilot programs.

7. The requirement of an evaluation of the pilot program.

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE

The Florida State Legislature in 1970 passed the Florida Community School Act which authorized public school districts to implement community school programs. According to Eric Mills and Harold Owen, however:

> This (Community School Act), was modified by Chapter 74-475, Laws of Florida, which authorized school boards and county governments to jointly establish community education consortiums for the purpose of carrying out the community education function.[1]
>
> The Duval County Community Education Consortium was established in early 1975 by joint action of the Council of the Consolidated City of Jacksonville and Duval County School Board under authority granted by Chapter 74-475, Laws of Florida. *By this action, the responsibilities assigned to the Duval County School Board for implementing a community school program under the Florida Community School Act of 1970 were delegated to the Consortium.* [Emphasis added.]

Fifty-five public schools, including a mixture of elementary, junior, and senior high schools have been designated as "community schools" by the Duval County School Board.

WASHTENAW COMMUNITY COLLEGE

The Center for Community Education, located within the American Association of Community and Junior Colleges (AACJC), in cooperation with the Charles Stewart Mott Foundation, established in 1976 four internships in community education. One of the four grants was awarded to Cheryl Willett

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[1] Eric R. Mills and Harold J. Owen Jr., "Cooperation Between Duval County, Florida, Community Schools and Florida Junior College at Jacksonville," COMBASE Task Force on Relations with Community Schools and Related Agencies, September, 1976, p. 7.

to establish a network of cooperative effort between Washtenaw Community College, the Center for Community Education at Eastern Michigan University, and the ten Washtenaw County School Districts. The ten school districts are the following: (1) Ann Arbor, (2) Chelsea, (3) Dexter, (4) Lincoln, (5) Manchester, (6) Milan, (7) Saline, (8) Whitmore Lake, (9) Willow Run, and (10) Ypsilanti. A steering committee, composed of network representatives, was formed. This committee approved the following goals:

1. To further develop the concept of community education in Washtenaw County through a cooperative effort between Washtenaw Community College, Eastern Michigan University Center for Community Education and the local school districts.

2. To facilitate the development of an improved working relationship between Washtenaw Community College and community education (i. e., school districts, the Center for Community Education, and other educational agencies in Washtenaw County).

3. To develop cooperatively a taxonomy of community education services which will aid in the definition of roles for educational agencies in Washtenaw County.

4. To develop a model for cooperation which may serve as a guide or base for others seeking to develop similar working arrangements.

SUMMARY

Acts of the state legislature and assistance from foundation grants have contributed to closer working relationships between the four colleges and their school districts. State legislation contributed to the present arrangements between colleges and school districts in the Clackamas, Jacksonville, and Iowa Central Community College service regions. Mott Foundation grants spurred cooperative efforts between Iowa Central, Washtenaw Community College, and local school districts. The result has been the establishment of significant productive linkages between four community

colleges and 23 school districts. Although in different stages of development, these interagency efforts represent a significant step toward the elimination of program duplication and, as a corollary, provision for better community service.

Community College-Community School Cooperation in Perspective

The cooperative arrangement between the four community colleges and the community school districts in their regions is only one of many community services that the colleges perform. Failure to understand this might give a distorted picture of the college-school relationship. The following brief descriptions illustrate the total community service programs of the respective colleges.

CLACKAMAS COMMUNITY COLLEGE

Cooperation between the community college and the school districts within its region is one of the functions of the Division of Community Services/Education at Clackamas. The Community Services component exists to extend the resources and facilities of the college to its citizens.

> The scope of community services is unlimited and is dependent upon community needs and response for its direction. Community Services wants to meet the needs of its citizens. . .[1]

To this end, the college offers the following community services:

1. Community groups may use college facilities for meetings and meals, individuals may use the outdoor and indoor college recreation facilities.

2. Cultural, recreational, and educational events offered at the college are open to the community.

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[1] Clackamas Community College 1976-77 Catalog, Oregon City, Oregon, 1976, p. 118.

3. Seminars and workshops are conducted when there is demonstrated community interest.
4. The college speaker's bureau makes faculty available to speak off-campus to any group requesting this service.
5. Contact with the community is maintained through an advisory council which suggests ways that the college can better meet the needs of its citizens.
6. The Clackamas Community College Foundation provides one full tuition scholarship per year to a graduate of each high school in the college district.
7. The Retired Senior Volunteer Program (RSVP) offers persons 60 years of age and older an opportunity to become involved in their communities.[1]

Community education at Clackamas embodies the idea that all people have educational and recreational desires and needs, and that every individual is capable of learning. The community education concept includes:

1. *Evening College On-Campus Classes* — e. g., college transfer, occupational courses.
2. *Classes Offered at Off-Campus Locations Including* —
   a. College district elementary, junior, and senior high schools.
   b. Senior citizens' centers.
   c. Trailer courts.
   d. Churches.

Most of the courses offered off-campus are non-credit classes.

3. *Community School Activities* — Community School is a relatively new concept in which the college acts as resource and catalyst in assisting public schools to develop programs in their own areas. Some financial support and experienced personnel are available to any community within the college district interested in beginning a Community School Program.[2]

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[1] Ibid., pp. 118-119.

[2] Ibid., p. 119.

A Community Education Division existed at Iowa Central Community College prior to cooperative efforts between the college and the four Hamilton County School Districts. This Division is subtitled "Adult and Continuing" which the college catalog indicates includes the following components:

1. *Community General Education* — Courses organized to meet the needs of small groups of individuals.
2. *Adult Vocational Education* — Courses offered to adults to learn new skills or upgrade present ones.
3. *Evening Credit Classes* — Courses offered to adults on a part-time basis after working hours.
4. *University Extension* — Upper division and graduate credit courses offered on the community college campus by state universities.
5. *In-Plant Training* — In-service on-site training provided by the college upon request by the private sector.
6. *Adult Basic Education and High School Equivalency Preparation Classes* — Classes held off-campus and in local school districts.
7. *Community Services* — Seminars in government affairs, concerts, films, lectures.
8. *Supervision in Business and Industry* — A certification program in supervision organized by college officials working in tandem with business and industry.
9. *Farm Cooperative Program* — Centers for this cooperative effort are located in different areas throughout the Iowa Central Community College Region.

A rural cooperating model involving four rural Hamilton County School Districts, an Area Education Agency, and Iowa Central Community College, was developed by Western Michigan University, working in tandem with the Iowa Center for Community Education at Drake University to meet the needs of many small Iowa School Districts for Community Education Services. Seed money for the model was made

available through the Mott Foundation funded Regional Center for Community Education, Western Michigan University.

According to the proposal submitted to the Mott Foundation by Western Michigan University:

> This proposal supports the concept of the formation of a consortium among the several agencies previously identified to establish a model that would provide Community Education services that *none of these institutions can* [provide] *autonomously.*[1] [Emphasis added]

It was noted in the proposal that the first requirement for model realization would be the hiring of a community education coordinator. According to the proposal:

> The Community Education Coordinator would *not represent an extension of existing Adult and Continuing Education services or other services of the Community College or the Area Education Agency* but rather, the development of Community Education services in the named communities that *would supplement and complement existing services.* . . . In addition, each community will continue to offer Adult Education programs and will maintain personnel in a position of local coordinator of adult education *that is established in each local school district.*[2] [Emphasis added.]

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE

In order to understand community college-community school cooperation in Duval County, Florida, it is necessary to first understand the Community Education Consortium of which this linkage is a part. "The Consortium is a legal entity created jointly by the Duval County School Board and the Council of the Consolidated City of Jacksonville under authority set forth in Chapter 74-475, Laws of Florida."[3] It is governed by representatives of the Florida Junior College at Jacksonville, the

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[1] "A Plan for the Development of a Cooperative Community Education Model," op. cit., p. 2.

[2] Ibid., pp. 3-4.

[3] Mills and Owen, op. cit., p. 8.

City of Jacksonville, school personnel, and Duval County citizens. Situated within this consortium is the Florida Junior College at Jacksonville, which offers programs in three broad areas:

1. *Academic and Pre-Professional Programs* — For students desiring to transfer to a senior college after two years at the community college.
2. *Adult and Continuing Education Programs* — For adults desiring to continue their education at or below college level (Adult Basic Education, High School Equivalency, High School Completion), or for adults desiring community instructional services, e. g., avocational or recreational courses.
3. *College Credit or Non-Credit Occupational Education* — For persons wishing to learn a new skill or upgrade their present one.[1]

According to Mills and Owen:

> FJC offers instruction in over 200 off-campus locations. FJC utilizes community schools as one of the ways of delivering educational services to adult citizens in Duval County. The majority of FJC courses offered in community schools fall in categories of community services, avocational and recreational, adult basic education, high school equivalency, high school completion, and non-college credit occupational courses. . . .[2]

WASHTENAW COMMUNITY COLLEGE

Washtenaw Community College follows a format similar to those of the other three community colleges. However, with respect to liaison between the Center for Community Education and the ten school districts within its region, the college has made some significant advances:

1. The Washtenaw Community College Board approved the establishment of a Continuing Education/Commun-

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[1] Ibid., p. 1.
[2] Ibid., p. 2.

ity Services Program and created two position: dean of community services and a coordinator of community education.

2. The college has been in constant contact with representatives of the network project regarding role definition of each network organization, working relationships with the school districts, and in-service training of its own college community service personnel.[1]

SUMMARY

The community college-community school interface is only one component of the many community service functions performed by the four colleges. Different college-community service functions were listed in order to properly situate the college-school district linkage. The more developed the community education/community service component, the greater the cooperation between college and school district. Colleges just beginning to work in tandem with school districts hold similar promise of better services for more people.

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[1]Cheryl A. Willett, Steering Committee Minutes, 1976, Ypsilanti, Michigan (mimeographed).

Community College-Community School Role Specification

Successful partnerships depend in large measure on a clear delineation of function. Whether in their beginning or advanced states of operation, each of the four colleges has a clearly defined role. In some instances, defined roles have yet to be tested; in other cases, roles have been honed to a fine point and have contributed to strong working relationship.

CLACKAMAS COMMUNITY COLLEGE

At Clackamas, the role of the college in community education is:

1. To provide administrative personnel who become consultants to community schools and community leaders in starting community schools;
2. To become a catalyst in promoting, explaining and expanding community education and the community school concept;
3. To act as a resource to local school districts in organizing support for the community school concept; and
4. To work on a supervisory and/or colleague relationship with the local community school coordinators, directors and educational aides.[1]

The college-school relationship operates within the Division of Community Service — Community Education.

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[1]Clackamas Community College "Cooperation Is the Name of the Game," Oregon City, Oregon, pp. 3-4 (mimeographed).

Responsibility for the maintenance of this division is assigned to the following persons:[1]

1. The Associate Dean of Community Service — Community Education administers and supervises the various division components and is responsible to the college president.
2. The director of community education assists the associate dean by supervising the college Community Education Program and is responsible to the Associate Dean.
3. The coordinator of occupational supplementary education administers and supervises off-campus credit programs which help people learn a new skill or upgrade present skills and is responsible to the director of community education.
4. The supervisor of on-campus evening activities supervises on-campus community education instruction, evening transfer and occupational classes, and other activities which occur on the college campus and is responsible to the director of community education.
5. The community services program coordinator administers and supervises community services programs of interest to the college community and is responsible to the associate dean.
6. The coordinator, Retired Senior Volunteer Program (RSVP) administers and supervises this program and is responsible to the associate dean.
7. Community school coordinators/directors function at the district or building level; their duties vary by school district. They are responsible to the director of community education.

In Figure I, a flow chart illustrates the line relationships of each of the above-mentioned positions. Although all of the

[1] Gratitute is expressed to Dr. Marvin Weiss for his description of community college role in community education upon which this section of the monograph is based. Source: Weiss, "Clackamas Community College Program of Cooperation," op. cit.

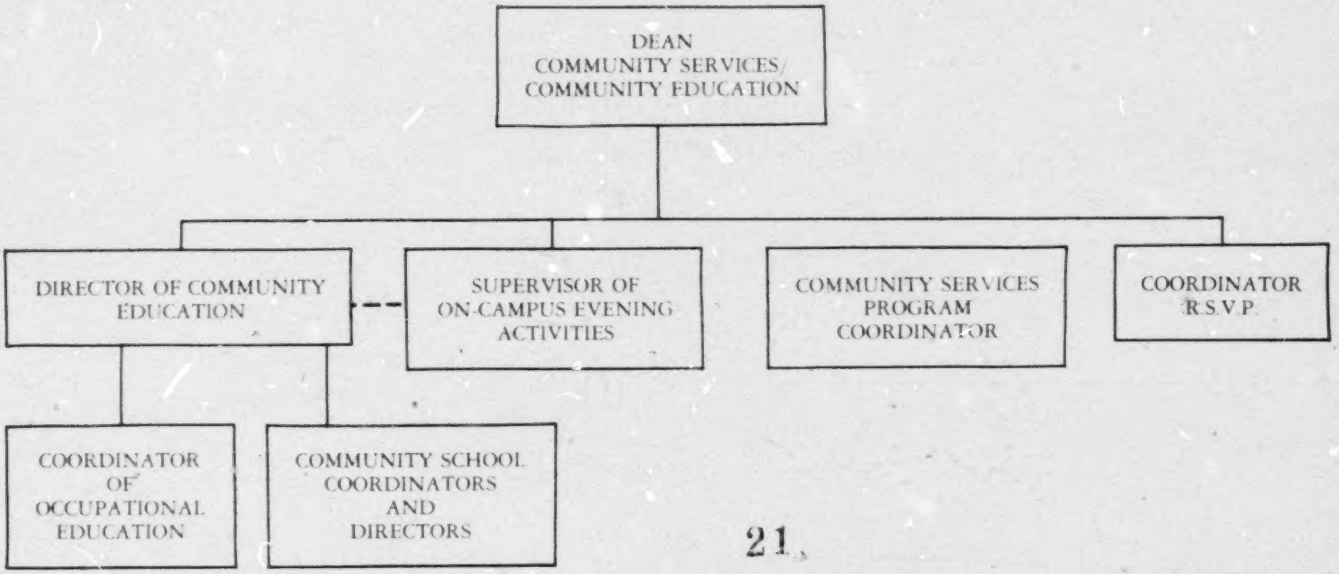
persons within the Division of Community Services-Community Education work with the community schools directly or indirectly, liaison with the school districts is largely the responsibility of four persons: the associate dean for community services community education, the director of community education, the community school coordinators, the community school directors.

The responsiblilities and duties of the associate dean are:

1. Program development and organization, supervision and coordination of the Community Services Program of the college including: (a) organizing programs of education, cultural and recreational services for groups and individuals within the college district; (b) promoting cooperative relations between community groups and the college; (c) coordinating and encouraging use of college facilities by community groups; (d) maintaining a master schedule of all college and college related events, activities and meetings other than regular college classes, instructor and room assignments and athletic events; (e) creating advisory committees as appropriate, and developing other sources of contact with community elements to assist in indentifying community needs and assets.
2. Organize and implement a program of community development looking toward the utilization of college resources in the identification and solution of community problems.
3. Organize, supervise and coordinate the community education program of the college, including the off-campus ABE/GED and high school continuation programs by: (a) working to improve community education instruction by promoting the professional development of community education instructors, encouraging self-evaluation and evaluation by students, peers and outside sources; (b) initiating, cancelling, or consolidating courses and curricular programs as appropriate; (c) in coordination with the Dean of Instruction, developing and articulating class schedules and instructor assign-

Figure 1

FLOW CHART ILLUSTRATING LINE RELATIONSHIPS WITHIN THE CLACKAMAS COMMUNITY COLLEGE'S DIVISION OF COMMUNITY SERVICES-COMMUNITY EDUCATION



ments for community education and evening college programs; (d) supervising a program which provides aid and assistance to community school operations conducted by school districts within the college district.

4. Organization, supervision and coordination of the occupational supplementary program of the college.
5. Supervise the preparation, printing and distribution of the annual college catalog.
6. Compile, evaluate and recommend the operating budget for the community services-community education programs, and administer the adopted budget within the framework of the dean of college services' responsibility for the budget document.
7. Recommend to the president the selection of new full-time staff, and the retention, dismissal, promotion or reassignment of existing staff.
8. Serve as a management representative in the resolution of various items of grievance and other personnel matters brought before the college.
9. Maintain liaison with the Clackamas Community College Foundation.
10. Annually prepare a comprehensive analysis of the year's activities and present a plan to the president for achieving an agreed upon set of goals and objectives for the community services-community education component of the college program.
11. Serve as a member of the President's Council and work closely with other first line managers to facilitate the progress of the college.
12. Attend Board meetings as a member of the President's staff, participating by reporting and discussing matters pertaining to community services-community education affairs of the college and other items, when requested by the college president.[1]

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[1] Ibid.

The responsibilities and duties of the director of community education are to assist the associate dean by:

1. Administering and coordinating programs of community education instructional personnel and making recommendations to employ such personnel.

2. Administering and coordinating programs of community education, including general adult education programs.

3. Working with community school directors in the school districts within the college district and offering college services when they are required or appropriate.

Advisory council development is dependent on the length of time community college-school district cooperation has been in existence. Each community school has its own advisory council. Some school districts have district-wide advisory groups in addition to building-level councils. Community school directors, district coordinators, and community college Directors of Community Education work with council development and expansion.

The City of Milwaukie, Oregon's neighborhood councils are an interesting variation on advisory groups. According to the Resolution passed by the City Council:

> A Neighborhood Council is a recognized component of the city's decision-making structure. It is intended that each Neighborhood Council will evaluate and determine its position on issues and formulate its recommendations independently and apart from the influence of the City Council or city officers. Each Neighborhood Council shall be advisory to the City Council and to other City Council advisory bodies and may contribute information, opinions, advice, suggestions, and recommendations on all governmental affairs and services.[1]

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[1] Resolution Number 29-1975, "A Resolution of the City Council of the City of Milwaukie Creating Neighborhood Councils," Milwaukie, Oregon, 1975, p. 2 (mimeographed).

The Resolution also details Council membership, organization, committees, and city support services to the Council.[1]

The responsibilities and duties of coordinators/community school directors vary by district. In general, they are as follows:

1. Register classes.
2. Help supervise instructors.
3. Set up as many classes as feasible within their attendance area.[2]

As a good example, West Linn School District began a district community education program in cooperation with the community college effective July 1, 1975. The duties of the Community Education Coordinator were:

1. In general, to initiate, promote and coordinate the community education program. . . .[3]

His specific tasks, initially, were:

1. Beginning summer 1975, develop a community education program within the geographical boundaries of the West Linn School District.
2. Beginning September 1975, implement those park and recreation activities developed by the City Park and Recreation Board and approved by the City Council.
3. Beginning fall term 1975, coordinate all Clackamas Community College education courses which are located in the West Linn Schools.
4. Beginning spring 1976, organize, coordinate and supervise City of West Linn Summer Recreation Program.[4]

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[1] Ibid., pp. 2-4

[2] "Clackamas Community College Program of Cooperation," op. cit.

[3] "Policies and Procedures of the West Linn Community Education Program," 1975, p. 4 (mimeographed).

[4] Ibid., p. 5.

5. Offering consultant services to districts where there are no community schools.

6. Organizing workshops and seminars designed to provide instruction for educators in the college district who would like to learn more about the community school concept.

7. Serving as instructor for community school specialized courses in any curriculum developed by the college for training community school workers.

8. Organizing surveys of constituents in the college district so as to make community education more relevant and meaningful to those people.

9. Working closely with "neighborhood workers" and adult education coordinators in various communities; helping the citizens of given school districts formulate an expression of their own educational needs and develop an appropriate educational program.

The director of community education is also responsible for:

1. Assisting in the planning of activities for community education.
2. Recruiting and assigning instructors and making space arrangements for community education programs in the college district.
3. Promoting a continuous expansion of community education and evening college programs.
4. Assisting in the preparation of such reports and information as may be required for the efficient operation of the college.
5. Assisting in constant evaluation of the effectiveness of the community education and evening college programs in meeting community needs.
6. Assisting in keeping the public informed about community education and evening college programs.[1]

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[1] Ibid.

IOWA CENTRAL COMMUNITY COLLEGE

Linkage between Iowa Central Community College and four school districts in Hamilton County, Iowa was envisioned as a consortium. A steering committee was formed with representatives from all agencies in the proposed consortium: superintendents of the four participating school districts, representatives of Area Education Agency V., Iowa Central Community College, and the Iowa Center for Community Education at Drake University.

The Steering Committee hired a full-time coordinator for the project with responsibility for the development of community education in the four local school districts. The coordinator exists in a line relationship to the director of community education at Iowa Central Community College. The majority of his work, however, is performed at the local district level rather than at the college of Area Education Agency levels.[1]

Based on local priorities, each of the above-mentioned participating agencies established these objectives for the first year of the project:

1. To develop an understanding and awareness of the community education concept.

2. (A) To develop community education advisory councils in each of the four school districts.

   (B) To develop a county-wide community education advisory council.

3. To conduct a comprehensive needs assessment in the project area.

4. To develop peripheral programs in community education in each of the four school districts.[2]

Using these first-year project objectives as a base, second and third year objectives would be developed by participating agencies.[3]

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[1] "A Plan for the Development of a Cooperative Community Education Model," op. cit., pp. 3-4.

[2] Ibid., Addendum.

[3] Ibid.

Accordingly, the following roles were/are being performed by parties to the project:

A. CHARLES STEWART MOTT FOUNDATION
   1. Provides partial funding for the project through the Community Education Development Center at Western Michigan University (funding for the first year — July 1, 1975 to June 30, 1976).
   2. Receives and disseminates quarterly, annual and third year project reports.

B. COMMUNITY EDUCATION DEVELOPMENT CENTER—WESTERN MICHIGAN UNIVERSITY
   1. Helped to develop the project proposal in conjunction with the Iowa Center for Community Education at Drake University.
   2. Upon receipt of Mott Foundation funds, the center subcontracted with Iowa Central Community College in accord with the intent and design of the proposal.
   3. Helps conduct on-site visitation and evaluation of the project on a yearly basis.

C. IOWA CENTRAL COMMUNITY COLLEGE
   1. Serves as the fiscal agency and provides payment for direct costs in the proposal.
   2. Serves as a member of the Steering Committee.

D. THE STEERING COMMITTEE
   1. Develops a job description for and hires a community education coordinator.
   2. Established priorities according to which project objectives were formed.
   3. Reviews these objectives and priorities based on advisory committee input.
   4. Acts in an advisory capacity to assist in the fulfillment of established objectives.
   5. Performs a comprehensive yearly assessment of the project.

E. THE COMMUNITY EDUCATION COORDINATOR
   1. Develops community education in the four school

districts in accordance with project objectives. He is assisted in this effort by part-time local coordinators in each of the school districts.

2. He does *not* represent an extension of existing adult and continuing education services or other services of the community college but rather develops supplementary and complementary community education services.
3. Receives in-service training.

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE

A complex interface exists between FJC, the Duval County School Board, the City of Jacksonville, and the Duval County Community Education Consortium. The roles of all units participating in the consortium are briefly outlined below. Areas in which joint cooperation exists will also be shown.

The Community Education Consortium is governed by the Community Education Council which is composed of nine members: (1) the mayor of Jacksonville, (2) two city councilmen, (3) the superintendent of schools, (4) two school board members, (5) the president of Florida Junior College at Jacksonville, (6) the president of the Jacksonville Council on Citizen Involvement, and (7) the chairman of the Community Education Advisory Committee.

The Community Education Advisory Committee consists of not more than 25 persons representing regional advisory committees and a broad range of social, economic, recreational, cultural and educational agencies. It is charged with serving as an advisory body to the Community Education Council on all aspects of the community education program.

The following persons respond in a line/staff relationship to the Community Education Council:

1. *The Community Education Administrator* — appointed by the Community Education Council. He serves as chief administrative officer for the Consortium and is responsible to the Community Education Council for "administration and management of the community education program."

2. *Three Regional Coordinators* — responsible to the Community Education Administrator "for coordinating activities of community schools within their respective geographical areas." The coordinators are advised by regional advisory committees composed of representatives from local advisory committees.

3. *The Community School Coordinator* — assigned to each community school. He "is an employee of the Consortium but for operational purposes is considered a member of the school principal's staff for implementation of the Community Education Program."

According to Mills and Owen:

> While the coordinator works within the administrative framework and policies of the Consortium, the building principal has final authority on what community school activities go on in his school.

The coordinator works with the local advisory committee which advises the building principal.

The Day-To-Day Operation of Community College — community school participation is the responsibility of Florida Junior College, which has four campuses, one of which is in Jacksonville. Like the Consortium, the college has a series of line/staff relationships.

1. The president of Florida Junior College is a member of the Consortium governing board.
2. The district dean of career and adult continuing education coordinates the overall planning and maintains liaison between Florida Junior College the Consortium, and the Duval County School Board.
3. Four deans of adult and continuing education are responsible for implementing the Florida Junior College educational services in the community schools.
4. Part-time administrators are hired by Florida Junior College to supervise college activities in each of the community schools. The part-time administrators are responsible to one of the four deans of adult and

continuing education for the following: (a) registering students, (b) preparing and/or collecting reports, time cards, and other information and verifying their accuracy, (c) collecting and accounting for student fees, (d) ordering and distributing expendable instructional supplies (e) recommending courses to be offered (f) recommending teachers to be hired, (g) checking classroom instruction as necessary to verify teaching quality, student attendance, and/or adherence to course content and objectives, (h) recommending changes in course objectives or content to meet needs of the community, (i) supervising other FJC educational services such as counseling.

The community school coordinator works with the part-time administrator on the following items: (a) classroom assignment, (b) courses needed, (c) publicity and promotion of FJC course offerings, (d) recruiting and/or identifying students interested in various FJC courses.

Given the line/staff relationships existing within the Consortium and the community college, a series of duties are performed by Florida Junior College, the Duval County School Board, the City of Jacksonville, and the Consortium which complement each other, as shown in Table 1.

WASHTENAW COMMUNITY COLLEGE

Steering committee members of the Community Education Network Project developed a working draft of a taxonomy which stresses the role of each of the major partners in the Network Project.[1] Although in its rudimentary stages, this taxonomy delineates rather clearly the specific function of each major partner and the relationships of the other two partners to this stated function.

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[1]Cheryl A. Willett, "Working Draft, Community Education/Community Services Taxonomy," Ypsilanti, Michigan, 1976 (mimeographed).

Table 1

COMPLEMENTARY FUNCTIONS PERFORMED BY FLORIDA JUNIOR COLLEGE, DUVAL COUNTY SCHOOL BOARD, CITY OF JACKSONVILLE, COMMUNITY EDUCATION CONSORTIUM

FJC	DUVAL COUNTY SCHOOL BOARD	CITY OF JACKSONVILLE	CONSORTIUM
Pays rent directly to Duval County School Board for use and equipment	Furnishes facilities and equipment for use by community education activities—sometimes on reimbursable basis, sometimes not		Enters into inter-governmental agreements for use of buildings, land, equipment, and other property owned by school board or other agencies
Hires and pays its administrators, teachers and counselors working at community schools	Furnishes supervision at local level in as much as the building principal has the final word on what goes on in his school		Approves employee positions and salaries
	Officially designates schools as community schools		Recommends designation of particular schools as community schools
	Allocates $386,000 annually of local school board funds for core operations of Consortium	Appropriates $386,000 from city funds to support core operations of Consortium	Receives and administers appropriation funds from City of Jacksonville and school board
			Formulates and administers annual budget

Table 1 (continued)

FJC	DUVAL COUNTY SCHOOL BOARD	CITY OF JACKSONVILLE	CONSORTIUM
		Encourages city departments to participate in the delivery services through community schools, e. g., health services	Enters into agreements for provision of health and other services as part of the community education program
		Utilizes community school groups and advisory committees to assist in implementing neighborhood based city programs such as voter registration	
Registers, collects fees, and maintains attendance and other records on its students			
Procures and furnishes expendable instructional supplies for its classes			

Tables 2, 3, and 4 summarize the interplay between the Regional Center for Community Education, the ten community school districts, and Washtenaw Community College.

SUMMARY

Community school interfacing in the Clackamas and Jacksonville Community College systems is noteworthy for the clear-cut character of the role descriptions of the respective participants. Role specifications were more general in the Washtenaw region and somewhat tempered by the strong presence of adult education programs in the Iowa Central area.

The balance of power in all four cases seemed to favor the community colleges rather than the community school districts. It remains to be seen whether the power implied by role definitions will be more equally shared between some of the colleges and their respective school districts. In some instances, the school systems could be regarded as simple extensions of the community college — vehicles through which the college offered a variety of primarily non-credit courses to community citizens.

Table 2

COMMUNITY SERVICE FUNCTIONS OF WASHTENAW COMMUNITY COLLEGE AND THE RELATIONSHIP OF SCHOOL DISTRICTS AND THE REGIONAL CENTER TO THESE STATED FUNCTIONS

COMMUNITY COLLEGE FUNCTION	RELATIONSHIP OF COMMUNITY SCHOOLS	RELATIONSHIP OF REGIONAL CENTER
Community use of college facilities	Through joint planning/ agreements, school districts/community groups make maximum use of facilities as one of community's resources	Facilitator between college and school district
	Procedure established for use of facilities	
Short courses, seminars, *et cetera*	Community school identified community needs; short courses, *et cetera* are offered based on identified need	Assists in needs assessment process e. g., how to conduct a needs assessment
Community counseling services, e. g., personal growth seminars	Community school staff facilitates bringing these services to the community or encourages college to develop them if they do not exist	Center counseling provides continuity in career plans for students interested in community education field
		Serves as consultant for further identification of resources
Community development services, e. g., advisory councils	Core of the community education process in bringing resources of college or other appropriate agency to bear	In-service training for college/community services staff, for local district staff
		Facilitates cooperation between college and districts
		Resource to college/ district in community development activities
Cultural activities e. g., community art shows	Determines community's cultural interests and helps develop programs based on identified interest	Serves as resource or consultant upon request

Table 2 (continued)

COMMUNITY COLLEGE FUNCTION	RELATIONSHIP OF COMMUNITY SCHOOLS	RELATIONSHIP OF REGIONAL CENTER
	Uses college expertise in program development	
Planning for specific needs, interests, population groups, e. g., older persons	Community school staff identifies particular areas of need and draws upon college resources to meet that need	Serves as resource or consultant upon request
In-service of college staff in community education concept	District and college community educators periodically gather to reassess, redefine and evaluate cooperative efforts	In-service in general community education philosophy
		Works with district and college staff to develop relevant in-service training for community educators

Table 3

COMMUNITY SCHOOL FUNCTIONS AND THE RELATIONSHIP OF THE COMMUNITY COLLEGE AND THE REGIONAL CENTER TO THESE STATED FUNCTIONS

COMMUNITY SCHOOL FUNCTION	RELATIONSHIP OF COMMUNITY COLLEGE	RELATIONSHIP OF REGIONAL CENTER
K-12 program, e. g., use of college staff for special programs	Enters into special services for K-12 programs *only* upon invitation from the district	Staff in-service and explanation of staff roles within total concept of community education
		Consultation with community education personnel for purpose of planning workshops, *et cetera*
Maximum use of facilities, e. g., after school and evening programs for children and youth	College resources extended to communities based on identified community need; school district used as extension center, making college services more available to citizens	Helps develop instruments to determine facility usage in a community
		Promotes idea that all community facilities are resources to be used
		Seminars *et cetera* treating re-design of school buildings for maximum utilization of design of new buildings for community education use
Additional programs for children and youth, e. g., cultural	If district requests, college provides help to develop programs	Available as consultant
		Helps identify community needs
		Evaluates programs
		Trains community educators in this area

Table 3 (continued)

COMMUNITY SCHOOL FUNCTION	RELATIONSHIP OF COMMUNITY COLLEGE	RELATIONSHIP OF REGIONAL CENTER
Programs for adults, e. g., ABE, GED, avocational	College plays supplementary role where school district or other agency is providing programs or a leadership/developmental role as requested by district	Serves as consultant
Other programs for adults, e. g., vocational, health awareness	College offers post high school courses and programs in these areas	Assists with needs assessment
		Evaluates programs
		Trains community educators who work in programs
		In-service for district/college staff involved in this area
Delivery and coordination of services, e. g., community wants a panel of speakers on a specific topic	Develops programs upon community request; does not duplicate existing ones	Identifies community resources
Community involvement, e. g., involving citizens in establishment of advisory councils	College as resource and school as delivery agent of services work together to identify needs, problems, solutions	In-service of community advisory councils
		Small group dynamics training
		Resource consultant

Table 4

REGIONAL CENTER FUNCTIONS AND THE RELATIONSHIP OF THE COMMUNITY COLLEGE AND THE COMMUNITY SCHOOLS TO THESE STATED FUNCTIONS

REGIONAL CENTER FUNCTION	RELATIONSHIP OF COMMUNITY COLLEGE	RELATIONSHIP OF COMMUNITY SCHOOL
Dissemination of information on Community Education concept	Requests Center staff to provide in-service to college faculty on Community Education concept	Requests Center staff to expose school personnel to Community Education concept
	Uses Community Education media provided by Center	Uses Community Education media provided by Center
Implementation of Community Education, e. g., initiation and development with school districts	College calls upon Center as consultant in implementation of Community Education process	District uses Center staff as resource in planning, development, implementation and evaluation of Community Education
	College uses Center staff to facilitate cooperative arrangements between college/district	
Training e. g., specialized training for Community Education	College requests Center services in development of specialized training situations for community services staff	School district Community Education staff requests services of Center staff in development of specific in-service experiences for school personnel
	College requests Center presentations to students, etc., for purpose of exposure to Community Education concept	

What happens in the future will determine whether the vast variety of programs accomplished in the college-district matrix will eventually translate into a community education process whereby major community problems are attacked and resolved.

Community College-Community School Administration

Joint administration often exists between the college and the school districts and includes the following items: scheduling, promotion, fees, registration, funding, equipment, and facilities. Sharing responsibilities in these areas varies by college and by school district depending on the arrangements made between the institutions.

CLACKAMAS COMMUNITY COLLEGE

The director of community education at Clackamas assists the community schools by contacting prospective teachers for classes in the schools, scheduling classes, and facilitating program coordination. Clackamas also prints community school class schedules and other material. Printed schedules contain specific information on registration, curriculum and course content.

Registration procedures describe where and when to register, late registrations and refunds, and minimum class size. In the Clackamas region, registration takes place at convenient locations including the high schools, central board office, and the office of the community education director. The West Linn School District registration procedures are typical.

1. Registration is held inside the main entrance at West Linn High School.
2. People may mail in their registration by indicating a class or activity they desire and enclosing a check or money order for the fee of the class.
3. People can call in their registration. A check or money order must be received within two days following the "call-in."

4. Late registrations take place at the central office.

When the college offers classes in the local school districts, systematic provisions regarding withdrawals and refunds are enforced.

There are no minimum class size requirements for community school classes because the community schools in the college district use unpaid volunteer instructors for their classes. There are minimum class size requirements however, when a course is offered in the school district by the community college.

Fees for classes vary by school district, the type of class offered, and the persons attending the class. Generally speaking, if the classes qualify — and the majority of them do — the community college receives state reimbursement for each class offered.

In the Gladstone school district, general education and enrichment courses have a $3.00 registration fee; there are no charges for recreation courses and community college courses are offered at the normal college rate.[1] At the Molalla school district, a nominal fee is indicated with each course description; this fee does not include the cost for materials used. Any revenue taken in above expenditures is used for special community programs.[2]

The college has two special provisions for persons desiring to participate in programs offered by the Division of Community Services/Community Education; the "Family Plan" and the "Gold Card" programs. Whenever two members of a family take a class in the same center — a local school building or the college campus — family members are eligible to receive a fifty percent reduction on the second full-time tuition which is paid. Thus, if a husbnd and wife each take a class, one pays a full tuition and the other pays one-half tuition under the "Family Plan."

Any senior citizen, 62 years or older, is eligible to receive a Gold Card allowing tuition-free attendance at any college class, credit or non-credit, and at any other activity which the college sponsors.

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[1] Gladstone Community Schools, Winter Class Schedule, 1976.
[2] Molalla Community Schools, Winter Class Schedule, 1976.

The college also has a cooperative plan with every high school in its district whereby senior citizens go to their local high schools to receive Gold Cards. This makes them eligible to attend any activities at the high schools free of charge. This is called the "Gold Card" program.[1]

The community college pays its own instructors in any school district class in which they teach — credit or non-credit.[2] Other classes offered in community schools are taught by volunteer instructors.[3]

Few schools in the college district charge that college rent. This charge was eliminated when the college entered into a cooperative program with the school districts. Under this cooperative program, the college helps finance the community education program in the district by paying one-fourth to one-half of the salary of each community school director in the district.[4] In this way, "the communtiy school director becomes a part-time employee of the college and feels closer relationship with the administration and staff at the college.[5]

An example of this is the community education partnership entered into by the West Linn School District, Clackamas Community College and the City of West Linn. According to the *Policies and Procedures* of the West Linn District:

> The Community Education Program is supported in concept and by dedicated funds by the West Linn School District, Clackamas Community College and the City of West Linn. These three agencies are committed to the Community Education Program and to working together to achieve the goals and objectives.[6]

Also of interest is the initial contract of the Community Education Coordinator:

> The Community Education Coordinator will be employed by the West Linn School District Board of Education. The

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[1] Ibid., p. 3.
[2] Weiss, "Clackamas Community College Program of Cooperation," op. cit., p. 1.
[3] Ibid.
[4] Ibid.
[5] Ibid., p. 2.
[6] "Policies and Procedures," op. cit., p. 3.

Community Education Board shall screen applications, conduct interviews and recommend to the School Board an individual to be the Community Education Coordinator.[1]

Coordinator shall be classified as a District Administrator and shall not be a member of the certified or classified bargaining unit.[2]

Fiscal procedures in this partnership specify cost-sharing, expenditures and budgeting.

IOWA CENTRAL COMMUNITY COLLEGE

Administration of the newly-funded Community Education Program in Hamilton County, Iowa, aspired to procedures geared to realize stated project objectives.

1. To develop an awareness and understanding of the community education concept.

   PROCEDURES:

   (a) Utilization of the mass media to desseminate community education information to the Hamilton County residents.

   (b) Open meetings for the public and identified community leaders in each of the four Hamilton County School districts.

   (c) Project explanation to various governmental, social service, community, and county agencies.

   (d) Development of an informational brochure describing the concept of community education as it applies to the project area.

2-A. To develop community education advisory councils in each of the four Hamilton County School Districts.

   PROCEDURES:

   (a) Councils representative of various interest groups in each school district.

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[1] The terms, "initial contract," indicate that this was the first Community Education person hired by the school district as it began its Community Education Program, July 1, 1975.

[2] "Policies and Procedures," op. cit., p. 4.

2-B. To develop a county-wide community education advisory council for the total Hamilton County project area.

PROCEDURES:

(a) Appointment of three members from the local councils to the county-wide advisory council.

(b) Serving as ex-officio members on this council are: the superintendents of each of the four local school districts, representatives of the Area Education Agency, and Iowa Central Community College.

3. To conduct a comprehensive needs assessment in the project area.

PROCEDURES:

(a) Development of a plan for conducting the needs assessment.

(b) Organization through each of the local councils of needs assessment committees.

(c) Utilization of various vehicles of needs assessment to determine community needs and resources.

4. To develop peripheral community education programs in each of the four school districts.

PROCEDURES:

(a) Recommendation of programs by the local and county-wide advisory councils.

(b) Utilization of existing resources in program delivery.[1]

Foundation funding for the project consists of $10,000 per annum and is matched 2 to 1 by funding from the four local school districts, Area Education Agency V, and Iowa Central Community College. Fiscal responsibility for the project rests with Iowa Central Community College.[2] According to a letter

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[1] "A Plan for the Development of a Cooperative Community Education Model," op. cit., Addendum.

[2] "Rural Cooperative Model for the Development of Community Education in Hamilton County, Iowa," (mimeographed), 1976.

from the Mott Foundation to Dr. John T. Bernhard, President of Western Michigan University:

> The C. S. Mott Foundation has approved a grant to Western Michigan University of $10,000 for the period July 1, 1975 to June 30, 1976, toward establishment of an Iowa Consortium for Community Education, consisting of a community college, an intermediate school district, four local school districts, and the Community Education Development Centers located at Drake University and Western Michigan University.
>
> Said grant is subject to the parameters of the current proposal. Western Michigan will grant the $10,000 to the community college of the consortium and the coordinator of the project will be in the employ of the selected community college.[1]

JACKSONVILLE COMMUNITY COLLEGE

Florida Junior College annually publishes a booklet which includes "guidelines on class size, types of classes authorized for community schools, allocation of administrators, administrative chain and decision-making process, instructional supplies, teacher selection, information to be furnished to Florida Junior College center administrators and community school coordinators and levels of coordination for problem solving."[2]

Scheduling of courses to be offered in each community school is done by each of the four Florida Junior College campus deans. This tentative schedule is based on the recommendations of the Florida Junior College Center administrators and community school coordinators and is published "as a part of the Florida Junior College non-college credit schedule each term."[3] Community school regional coordinators, and/or individual community school coordinators, then publish their own lists of courses to be offered in the community schools.

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[1] C. S. Mott Foundation, Letter to Dr. John T. Bernhard, President, Western Michigan University, November 13, 1975, p. 1.

[2] Mills and Owen, op. cit., pp. 9-10.

[3] Ibid., p. 10.

In some instances, publishing regional or individual school listings is a joint effort between FJC campus deans and community school administrators. Course schedules are distributed by direct mail, as fillers in bank statements, to parents by school children, door-to-door, and in public places such as shopping centers. Extensive use is made of newspaper releases, radio announcements and TV spots to get information to the public on offerings at community schools.[1]

Mills and Owen offered the following information about registration, fees, and reports:

Registration for FJC classes at community schools normally takes place at the respective schools, and is accomplished by the FJC center administrator or persons designated by him (such as teachers or part-time clerical personnel). Community School administrators frequently assist with FJC registration, although it is not their responsibility to do so.

Fees charged for FJC community-based courses are kept as low as possible. The fee for most non-college credit courses is $4.00 per course per term. Fees for occupational education courses are slightly higher where expendable materials are involved. Since avocational and recreational courses must be self-supporting, a standard fee of fifty cents per contact hour is charged each student. Reports required for FJC activities in community schools are kept to a minimum, consistent with necessary reporting, accountability and management requirements. Basic reports include registration and fee collection forms, recommendations for teachers to be employed, requisitions for instructional supplies, data on course offerings and closings, time cards to support payment of salaries to teachers and staff, and special oral and written reports which may, from time-to-time, be required.[2]

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[1] Ibid.
[2] Ibid.

WASHTENAW COMMUNITY COLLEGE

One of the objectives of the steering committee for the Community Education Network Project was to explore the possibility of sound cooperative ventures between Washtenaw Community College and the ten school districts in its region. To this end interviews were conducted with each of the ten school district superintendents or their representatives. As a result of these interviews, the following findings — with strong implications for administrative policy and procedure — emerged:

1. Some school districts initially mistrusted the community college.
2. School districts showed varying degrees of acceptance of the community network idea.
3. Little cooperation exists among the school districts themselves; some school districts saw little advantage in becoming involved in the cooperative effort.
4. Citizens in the outlying reaches of the county do not identify with the community college.
5. Citizens in the outlying reaches of the county also feel disenfranchised from the City of Ann Arbor. The community college is regarded as an extension of Ann Arbor rather than as a county institution.
6. Before making a commitment to the network project, school districts wanted assurances that their participation in the project would not alter the funding they receive from the state.
7. Some school districts felt that they were adequately meeting the needs of their communities, and therefore, did not need the services of the community college.
8. Community college staff also had reservations regarding their participation in the project. This possibly was due to their lack of understanding of the concept of community education and the goals of the network project. Further, they had reservations about the college becoming involved in offering a large number of recreational and avocational courses in school districts.

9. The presence or absence of a designated community education director seemed to have no bearing on the acceptance or rejection of the community network concept at the local level. The feelings of the superintendents were more determinative of the degree of cooperation experienced.

10. Acceptance of the network concept by school districts focused on two major criteria: (1) can it increase school services to the people of my district, and (2) a sincere belief that cooperative efforts produced greater benefits for all parties involved.

11. Non-acceptance of the network concept by school districts seemed to be a result of three concerns: (1) fear of a loss or reduction in funding; (2) a feeling that the benefits would not be great enough to justify involvement; and (3) some mistrust of the motives of the community college.[1]

The project steering committee reached the following conclusions:

1. There is an increased understanding of the concept of community education on the part of college staff who were exposed to the community network project. However, more in-service is needed throughout the college if cooperation is to become a long-term fact instead of a short-term theory.

2. This project was successful in part because the leaders of the institutions involved were responsive and supportive of the concept. It is recommended that an awareness program and in-service in the concept of community education and the goals of the network project be developed for the boards of the institutions which are involved. Assurance of success can only be achieved if the policy makers are supportive.

3. An improved relationship between Washtenaw Community College and the school districts is evolving;

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[1] "The Community Network Project," op. cit., pp. 2-3.

however, continued dialogue and role clarification will be necessary to maintain this relationship.

4. The development of a taxonomy of community education services has provided a sound, clear basis for discussion and on-going dialogue as well as a straightforward explanation of various roles to date.
5. A positive relationship has developed between the Center for Community Education at Eastern Michigan University and Washtenaw Community College. Continued dialogue and cooperation are desired by each.
6. There is still some concern on the part of some school districts that a cooperative effort with the community college will cause some loss of revenue or local control.[1]

The project steering committee agreed to the following recommendations:

1. A definite plan for in-service of community college staff in the concept of community education, community services, and the goals of the community network should be undertaken.
2. A plan for in-servicing the college board of trustees and the school district boards of education should be developed.
3. The functioning of the steering committee should be continued. However, since the coordinating of the community network will now become the responsibility of the coordinator of community services, a college employee, it will be necessary to re-examine whether that committee shall remain a "steering" committee or become advisory.
4. The community network project is entering a second phase — that of implementation. Expansion of the committee to include one or more superintendents, a representative from the Intermediate School District, and other possible agency representatives should be considered.

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[1] Ibid.

5. Continued refinement and development of the taxonomy will be necessary as the relationships progress, grow and change.

6. Services to the community college have not been a part of the total services available from the Center for Community Education at Eastern Michigan University. New thought must be given to the role that the Center can play in cooperative relationships between community colleges and school districts.

7. Continued dialogue is needed between school districts and Washtenaw Community College to:
   (a) Clarify any misconceptions regarding funding.
   (b) Continue development of a cooperative model.
   (c) Continue defining the roles and responsibilities of each institution to the benefit of both.[1]

SUMMARY

Administration of the Clackamas College-School District cooperative effort included payment by the college of a portion of the community school coordinator's/director's salary, cooperation with the district and local advisory councils, and publicizing community school courses. Administration of the Iowa Central effort was determined in the first year of the project funding by the project goals. Cooperative efforts in the areas of community education dissemination and programming, community needs assessment and advisory council formation were noted. Linkage between Jacksonville Community College and the community school has been strongly bonded, e. g., yearly guidelines published covering every phase of the cooperative effort. Finally, substantial progress has been made in the Washtenaw County Network Project despite a history of non-cooperation between school districts and expressed fears on the part of district superintendents concerning funding and programs.

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[1] Ibid., p. 4.

Benefits of Community College-Community School Cooperation

The benefits of inter-institutional cooperation are many and varied. More people became involved in community education activities as a result of joint program offerings. A case in point is the North Clackamas Community School District #12.

> Prior to the community school development in North Clackamas #12, there were approximately 2,500 people involved in Community Education activities per year. During this first year of the community school program (1974-1975), over 13,000 people were involved in various community school and community college classes in the North Clackamas #12 schools.
>
> Interest and growth in Community Education in the North Clackamas School District #12 has grown so rapidly that it is very difficult to fill the requests.[1]

The Molalla, Oregon School District has a similar experience:

> Prior to the community schools, there were about 400 people involved in Community Education. During the first year (1974-1975) of the community school/community college cooperative program, over 3,000 people were involved in various programs and activities.[2]

Similar experiences in other districts led Dr. Weiss to remark:

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[1] Marvin Weiss, "Annual Report, 1974-75," p. 7, (mimeographed).
[2] Ibid., p. 8.

> It is important to note that since these cooperative programs with the local school districts have been initiated, the college is now receiving many more requests for classes and other activities for which we have funds allocated for that program. Three years ago, prior to our community school/community college cooperative programs, we were able to meet most of the requests that were given to us. This last year (1974-1975), we were only able to offer approximately 50 percent of the classes and activities requested by the various schools in the college district.[1]

Clackamas Community College has found that college enrollments have gone up 300 percent in areas where there is cooperation between the college and the school district.[2] Further, once adults have taken a class either in the community college's community education or the district's community school program, they experience success and enroll in occupational or college transfer programs:

> There have been several students who have completed their AA (Associate of Arts) degree and are going to a four-year college because they initially took classes through the Community Education Program.[3]

Community college-community school cooperation also results in benefits to school districts. Some of these anticipated benefits were noted by the West Linn, Oregon School District:

1. Use of school facilities is increased.
2. Use of city facilities is increased.
3. Local citizens become more involved in their schools.
4. Programs are designed to meet the wants and needs of the community.
5. Special skills and talents of local residents receive maximum use.
6. A year round program with involvement and activities for children, youth, and adults is provided.

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[1] Ibid., p. 9.
[2] "Cooperation is the Name of the Game," op. cit., p. 4.
[3] Ibid., p. 5.

7. Communications are strengthened among community residents.
8. Communications are improved between community agencies.
9. Delivery of available social services is facilitated.
10. Special programs can be developed e. g., for senior citizens, and single parent.
11. The established school curriculum is supplemented by making community resources available.[1]

These benefits were summarized into three categories and were incorporated into the purpose of the West Linn School District Community Education Program:

To mobilize the human and institutional resources of a community in such a fashion that:

(a) Senseless and costly duplication is avoided.
(b) People of all classes and creeds are given the necessary *encouragement* and opportunity to help themselves to a better life.
(c) Local institutions — schools, government, business, cities, colleges — become genuinely responsive to human needs and wants.[2]

Florida Junior College listed similar benefits both to the schools and to the college and added some additional ones:

1. Local school advisory committees can help determine what college services are needed by the community.
2. College educational services would probably not be offered at elementary school sites if the community school designation did not exist.
3. The community school coordinator promotes college offerings along with those of his local school.
4. There is increased utilization of publicly owned educational facilities and equipment.

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[1] "Policies and Procedures," op. cit., p. 3.
[2] Ibid., p. 2.

5. The community, through its local advisory council, surveys, *et cetera*, participates in decision-making regarding what services and activities are most needed by its citizens.

6. The community school coordinator can match community needs with services offered by existing agencies, facilitating the delivery of a comprehensive, coordinated program which enables the delivering agency to better reach its clients and enables the clients to have the services more accessible to them.[1]

In summary, it works to the advantage and benefit of the general public, the Consortium, FJC, and other delivery agencies to cooperate in the Community Education effort.[2]

Pertinent here is a comprehensive summary of benefits, given by Gary K. Lemke of Kellogg Community College, Battle Creek, Michigan, to the college and local school districts who enter into a joint venture. In his area, cooperative programming and coordination have resulted in:

1. Increased enrollments for all community education and college programs.
2. A dramatic increase in community college and university extension classes taught in neighborhood community schools.
3. A data bank of information regarding perceived community needs, which may be used in the development and implementation of new community education programs.
4. More effective advertising and recruitment at reduced cost.
5. Less confusion about registration, classes starting and programs available in all communities.
6. Reduced costs in the registration of KCC college level courses offered in local communities.

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[1] Mills and Owen, op. cit. p. 5.
[2] Ibid.

7. Greater area-wide awareness of community education.
8. A greater variety of educational opportunities for area citizens of all ages.
9. Greater utilization of existing educational facilities.
10. More efficient utilization of personnel and materials.
11. A more diversified approach in the development of special educational programs for business, industry and agencies.
12. An increased awareness and sense of dignity for students enrolled in high school completion and community education programs.
13. Increased financial resources for all who cooperate.
14. A greater degree of awareness of community education needs by legislators.
15. The availability of a comprehensive variety of community college courses offered through seventeen local school districts. Through this approach, students may complete associate degree requirements without ever enrolling on campus.
16. A greater faith, trust and cooperative spirit between area educational institutions.[1]

For these benefits to accrue to the institutional participants, however, a firm commitment from education's policy makers is required.

> Without a commitment from the Board of Education and the President of the College, Clackamas Community College's Program of cooperation with local community schools. . . could not be successful.[2]

Ms. Willett, in her final report on the Washtenaw Community Education Network Project, reached the same conclusion:

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[1] Gary K. Lemke, "Kellogg Community College-Community Education Cooperation: The Benefits to Constituents," COMBASE Task Force on Relations with Community Schools and Related Agencies, September, 1976, pp. 4-5.

[2] "Cooperation is the Name of the Game," op. cit., p. 6.

This project was successful in part because the leaders of the institutions involved were responsive and supportive of the concept. It is recommended that an awareness program and in-service in the concept of community education and the goals of the network project be developed for the boards of the institutions which are involved. Assurance of success can only be achieved if the policy makers are supportive.[1]

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[1] "The Community Network Project," op. cit., p. 3.

Summary

Collaborative efforts between these, the community college and the community school, cannot occur without the advice and consent of their respective policy makers. College presidents and boards of trustees and community school district superintendents and boards of education must be exposed to the community education concept before they ever consent to participation in joint efforts.

Close on the heels of this legitimizing function by the institutional power-holders is the necessity for clear-cut descriptions of the roles of the participating institutions. In some cases, such as Jacksonville Community College, the roles were well-established; in others, like Iowa Central Community College, they were evolving.

Two concepts are implied in role specification; *power* and *benefit*. In some instances, roles were defined so as to place the balance of power in the hands of the community college; the community school seemed to be simply an extension of the college. In other cases, power had been equalized between the two organizations to the mutual satisfaction of both. In no instance was the school district perceived as holding the balance of power.

Specification of benefits accruing to the respective participants are also demanded in role definition. Sometimes, both parties were wary of assigned roles lest assent to role would generate much effort and little benefit for their respective agencies. Further, some representatives to the collaborative effort had yet to be convinced that benefits resulting from assigned role would far exceed efforts generated.

It is important to remember that college-school district interface is only one aspect of the community service function of

the college. Hopefully, as collaborative efforts between the two institutions grow, the community schools can facilitate further the recruitment of other community service agencies within the pale of the college-district service area. In some instances, this was an ideal to be pursued; in others, it was already in process.

Most aspects of the cooperative effort coalesced around programming and the elimination of course duplication. In fact, some colleges and school districts had a near-obsession with programming and the concomitant business of registration, fees, scheduling, *et cetera*. While programming is certainly a necessary component of a joint venture, one can only hope that program offerings can translate into a process orientation whereby the difficult problems of the community are jointly attacked and resolved.

Little mention was made of the problems of unemployment, for instance, which certainly must be manifest in the colleges' respective communities. The simplistic application of education as the panacea to a host of community problems has been proven false by authors of some stature. The leap from a ceramics class to consideration of unemployment and job satisfaction is gigantic. Nor will the gap be narrowed by satisfaction with increased numbers of programs and participants.

The alliance formed between these two institutions would seem to be "a natural" in community problem-solving if pursued a few steps further. Perhaps such efforts in this regard would generate additional community support for the involved organizations.

Research is a missing ingredient in this entire area of inter-institutional cooperation. Lacking reliable data, authoritative judgments about joint activities cannot be made. Needs assessments, goals, and programs abound, but claimed results are only couched in terms of sheer numbers or the expressed enthusiasms of program participants. Further, a national effort must be made to coordinate the various evolving stages of college-school district cooperation so that common components can be identified, studied, and the resulting

information disseminated. Such an effort — far from being a sterile academic exercise — would form the foundation upon which legislation could be passed and funds be appropriated. A newspaper article, touting the success of cooperation is not enough; sound and proven research techniques, generating hard-core results, are needed.

Finally, returning to the original idea contained in the summary, organizational interplay, must be legitimized by community power holders. These collaborative efforts must flow upward in the power structure; that is, state legislators must become aware of the ofttimes hidden potential embodied in this institutional interface. Unless this happens the growth of this idea will continue to be uneven and sporadic, and the concept will be laid to rest as is any noble ideal, lacking abiding substance.

Areas Needing Study

This section can be added to, eliminated, deleted, according to your perceptions. It simply contains some suggestions.

I. COMMUNITY COLLEGE-COMMUNITY SCHOOL COOPERATION

A. STATE LEVEL

1. Pertinent departments within the SDE
2. Pertinent legislation
3. Pertinent legislators
4. Pertinent associations, e.g., state community college associations

B. LOCAL LEVEL

1. Perceptions of:
   a. college presidents
   b. boards of trustees
   c. members of division of Community Education/Community Services
2. Role specification
3. Administration
   a. scheduling
   b. promotion
   c. funding
   d. registration
   e. fees
   f. reports
   g. equipment

h. facilities
i. supplies

4. Articulation

   a. needs assessments
   b. coordination techniques

5. Benefits of cooperative efforts

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